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ABSTRACT

The manual provides information on Title VI-A of the Elementary and Secondary Education Act of 1965, as amended, whose purpose is to support the initiation, expansion, and improvement of special education projects and programs for handicapped children at all levels. Included are the guidelines from the U.S. Office of Education, applicable federal regulations, and the California state plan for administering Title VI-A programs. Requirements and procedures for education agencies to follow in applying for funds and administering programs financed by Title VI-A funds are set forth. This includes the applicant's responsibilities in the areas of program operation, evaluation, and information dissemination. (KW)

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MANUAL OF INFORMATION

TITLE VI-A

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 AS AMENDED

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty – Superintendent of Public Instruction
Sacramento 1970

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MANUAL OF INFORMATION FOR TITLE VI-A OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED

Prepared in the
Bureau of Educational Improvement for the Handicapped
Division of Special Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Foreword

Public schools should provide equal educational opportunities for every girl and boy of school age. California schools have enjoyed considerable success in making such opportunities available to girls and boys who have no handicaps, but they have not enjoyed similar success in making such opportunities available to girls and boys who have handicaps. This inequity in educational opportunities cannot be permitted to continue, for our human resources are far too valuable for us to deny anyone of school age the educational opportunities he needs to develop to the full extent of his potentialities as a valuable member of society.

Title VI-A of the Elementary and Secondary Education Act of 1965, as amended, provides federal funds to supplement the funds that are made available locally and by the state for planning and conducting education programs that are designed to meet the needs of handicapped girls and boys. I urge every California school district that is offering a special educational program for the handicapped to evaluate its program and to make improvements as needs are indicated, and I urge every district that is not offering such a program to determine the needs that exist, to plan the type of program that is required to meet the needs, and to apply for the federal assistance that may be secured.

Max Rafferty

Superintendent of Public Instruction

Preface

The main purpose of Title VI-A, ESEA, is to support the initiation, expansion, and improvement of special education programs and projects for handicapped children – preschool, elementary school, and high school.

This manual provides information from the U.S. Office of Education guidelines for Title VI-A, applicable federal regulations, and the California state plan for administration of Title VI-A programs. It presents the requirements which must be met and the procedures which must be followed by education agencies both in applying for Title VI-A funds and in administering programs for which Title VI-A funds are received.

This manual provides the applicant agency with the information it will need to plan, write, and submit project proposals. The responsibilities of the applicant agency for operating and evaluating the project and for disseminating information are also included.

CHARLES W. WATSON
Associate Superintendent of Public Instruction; and Chief, Division of Special Education

ARTHUR E. PHELAN
Chief, Bureau of Educational Improvement for the Handicapped

Advisory Committee for Title VI-A

The Advisory Committee for Title VI-A, composed of individuals representing a wide range of interests and activities concerned with handicapped children, advises the Superintendent of Public Instruction on the administration and supervision of Title VI-A programs. This committee recommends priorities, suggests areas where funds might be appropriately expended, and assists in identifying and resolving issues relating to Title VI-A.

	Term Expires July 1
C. Lamar Mayer, Chairman (1969-70), Associate Professor, California State College at Los Angeles	1970
William Elliott, Director, Pupil Personnel Services, Goleta Union Elementary School District, Goleta	1972
Norman Gould, Madera County Superintendent of Schools, Madera	1971
William S. Herbig, Assistant Superintendent, Special Education, San Mateo County Superintendent of Schools office, Redwood City	1972
Joseph P. McElligott, Education Representative, Catholic Schools of California, Sacramento	1972
Ernest Jackson, Coordinator, Developmental Learning Program and Visually Handicapped, Mt. Diablo Unified School District, Concord	1971
Gary D. Lawson, Principal, Baker Elementary School, Elk Grove	1971
Edgar L. Lowell, (Chairman 1968-69), Director of the John Tracy Clinic, Los Angeles	1970
Mrs. Lorraine Marchi, President of CONCERN, San Francisco	1970
Hans A. Mayr, El Dorado County Superintendent of Schools, Placerville	1972
James Stefan, Assistant Superintendent, Special Services, Monterey County Superintendent of Schools office, Salinas	1970
Burton C. Tiffany, Superintendent, Chula Vista City Elementary School District, Chula Vista	1971

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1. GENERAL ADMINISTRATION OF TITLE VI-A

1.1 General Description

Title VI-A guidelines prepared by the U.S. Office of Education describe the administration of Title VI-A programs and projects as follows:

> Title VI-A of the Elementary and Secondary Education Act is a child centered program in special education. It is not a general support program, nor is it a construction, media or training act. However, almost any type of activity or service can be supported under this Title if it is designed to meet the special educational and related needs of the participating handicapped children.
>
> Title VI-A funds are generally used to stimulate the development of comprehensive, quality programs and services, or to support activities which are in addition to or go beyond minimal basic types of programs normally supported by State reimbursement aids. Thus, the Federal funds would generally not be used to establish a few more special classes for retarded children or to employ additional speech clinicians, since these basic services are usually supported through State and local funds.[1]

1.2 State Administration

1.2.1 In California the State Board of Education is the sole agency responsible for the administration and supervision of Title VI-A of the Elementary and Secondary Education Act of 1965, as amended.

1.2.2 The *California State Plan: Title VI-A ESEA,* allocates the authority for administration of the Title VI-A, ESEA program and for expenditure of Title VI-A funds to the Superintendent of Public Instruction and to the chief of the Division of Special Education, California State Department of Education.

1.2.3 The chief of the Division of Special Education is the administrator of the Title VI-A, ESEA program, which will be referred to in this manual as Title VI-A.

1.2.4 The Bureau of Educational Improvement for the Handicapped has been established within the Division of Special Education and has been designated to administer and supervise Title VI-A in California. Administration and supervision includes consulting with persons in school districts, offices of county superintendents of schools, and the State Department of Education to do the following:

- Develop procedures and forms for submitting project applications and for operating projects.
- Develop and evaluate programs and projects.
- Develop project applications.
- Evaluate project applications.
- Recommend projects to the State Board of Education for final approval.
- Disseminate information.

1.2.5 All inquiries and requests for services should be directed to the Bureau of Educational Improvement for the Handicapped, Title VI-A, ESEA, California State Department of Education, 721 Capitol Mall, Room 666, Sacramento, California 95814 (telephone 916-445-7426).

Staff members in the bureau are Arthur E. Phelan, Chief; G. Douglas Clark, Consultant, Program Development; C. Robert Clark, Consultant, Program Development; and Mrs. Verna Chirco, Assistant Budget Analyst.

Liaison personnel for the bureau are E. E. Black, Special Consultant, Scholarship and Special Institute Programs (telephone 916-445-4036); Frank Summers, Consultant, Title III, ESEA; and Lee Zambrows, State Administrative Consultant, Instructional Materials Center, Special Education, University of Southern California (telephone 916-445-2984).

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[1] *Title VI-A Elementary and Secondary Education Act: Preschool and School Programs for Handicapped Children.* Administrative Manual. Washington D.C.: U.S. Department of Health, Education, and Welfare. June, 1969. p. III-1.

2. PREAPPLICATION CONSIDERATIONS AND REQUIREMENTS

2.1 Supplemental Funds

Title VI-A projects must provide special educational or related services for handicapped children. The services provided through the project must be supplemental to the present special education program of the applicant agency. Title VI-A funds should be requested only when all available local and state funds for special educational and related services for the handicapped are being used. Applicant agencies should document their requests for supplemental financial support from Title VI-A by submitting a Special Education Supplement form (J-26 form) or other income and expenditure forms used by the State Department of Education. The applicant agency which receives Title VI-A funds must continue to use the same amount of nonfederal funds for special education as it used prior to receiving Title VI-A funds.

2.2 Project Design

Projects submitted for *Title VI-A funding should be designed to assist in the initiation, expansion, or improvement of special educational services and related services for handicapped children at the preschool, elementary school, and/or high school levels.* Projects should be of sufficient size, scope, and quality to assure improvement in the education of handicapped children designated in the Title VI-A application.

2.3 Handicapped Children

2.3.1 The term "handicapped children" is defined in the Code of Federal Regulations, Title 45, Public Welfare, Section 121.1(h), to include "mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired children who by reason thereof require special education and related services."

2.3.2 The child defined by the California Education Code as "educationally handicapped" is eligible to receive the benefits of a Title VI-A program if he is either "seriously emotionally disturbed" or "other health impaired." The Education Code provides for an admissions committee to determine eligibility and to place educationally handicapped children in special education programs. The same admissions and discharge procedure required by the Education Code should be used to provide educational and related services through Title VI-A programs.

2.3.3 In California "mentally gifted minors" and "pregnant girls" are regarded as exceptional children. However, they are eligible as beneficiaries for Title VI-A funds only if they are also handicapped as defined by federal or state regulations. Children who are identified as socially, culturally, or economically handicapped are eligible only if they are handicapped as defined by federal or state regulations.

2.4 Eligible Agencies

Local education and other public school agencies and state education agencies are eligible to apply for Title VI-A funds.

2.4.1 A local education agency is defined in Section 121.1(i) of the Code of Federal Regulations, Title 45, as follows:

> . . . a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. The term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

Title VI-A project applications may be submitted by school districts, offices of county superintendents of schools, or other public institutions or agencies which operate an elementary school or high school that is under the jurisdiction of the State Board of Education.

Two or more public education agencies are authorized to enter into a cooperative agreement to operate programs or projects under Title VI-A. Those agencies with limited staff or resources may find it advantageous to prepare jointly a Title VI-A proposal and to operate the project as partners.

2.4.2 The California State Plan for Title VI-A makes provisions for reserving up to 25 percent of the state allocation for state-initiated projects or for projects solicited by the State Department of Education. Such projects must have the potential to improve special education programs statewide. State-initiated projects will be evaluated by an ad hoc project review team. When judged eligible, the projects will be recommended for final approval to the California State Board of Education by the chief of the Division of Special Education.

2.5 Ineligible Agencies

Title VI-A funds cannot be granted to state-operated schools or to nonpublic schools. Provisions are made for handicapped children in state-operated schools under Public Law 89-313. Handicapped children attending nonpublic schools must have the opportunity to receive the benefits of Title VI-A projects operated by local education agencies.

2.6 Nonpublic Agencies

Handicapped children enrolled in nonpublic schools must be included in Title VI-A programs and projects. Section 604(b), Title VI of the Elementary and Secondary Education Act of 1965, requires that: "... to the extent consistent with the number and location of handicapped children in the State who are enrolled in private elementary and secondary schools, provision will be made for participation by such children in programs assisted or carried out under this part." The provision of services for these children is further delineated in Section 121.7 of the Code of Federal Regulations, Title 45, which includes the specification that services be extended on a comparable basis to handicapped children enrolled in nonpublic schools.

2.6.1 Section 121.1(k) of the Code of Federal Regulations, Title 45, states that: "Private elementary or secondary schools means schools which provide elementary or secondary education as determined under State law, but not including any education provided beyond grade 12, and which are controlled by other than a public authority." This definition includes (1) regular nonpublic elementary schools and high schools in which some handicapped children may be enrolled; and (2) nonpublic schools and classes conducted for the education of handicapped children.

2.6.2 Section 121.7(b) of the Code of Federal Regulations, Title 45, states in effect that the special educational and related needs of handicapped children enrolled in nonpublic schools and the types of services to be provided for them shall be determined on a basis comparable to that used in determining needs and in providing services under Title VI-A for handicapped children enrolled in public schools. An adequate assessment of the needs and services should be made prior to planning programs and projects to be funded under Title VI-A. There should be a close working relationship between public school officials and the officials of nonpublic schools within the public school district boundaries.

When a local or regional advisory committee is established for purposes of planning comprehensive services for all handicapped children in a community, appropriate representatives from the nonpublic schools should be included on the advisory committee.

2.6.3 If it is determined that the needs of the handicapped pupils enrolled in nonpublic schools differ from the needs of children with similar handicaps enrolled in public schools, steps must be taken to provide appropriate services for the handicapped pupils in nonpublic schools. There might, for example, be an urgent need to extend and improve high school programs for mentally retarded children enrolled in public schools while there is a more acute need in the nonpublic schools for programs to meet the needs of mentally retarded children enrolled at the preschool and elementary school levels. In such instances provision should be made to offer appropriate services to both groups of children.

2.6.4 Consultation with nonpublic school officials prior to the design of a Title VI-A project can ensure that handicapped children in nonpublic schools will benefit from the services to be provided with Title VI-A funds. Evidence of such planning must be confirmed by the

signatures of the authorized representatives of the applicant and participating agencies.

Whenever services involving expenditures of Title VI-A funds are provided for handicapped children enrolled in nonpublic schools, the following requirements must be met:

- All services provided must be under the administrative control of the State Department of Education or a local public education agency.
- Participating nonpublic schools must comply with the requirements of Title VI of the Civil Rights Act of 1964. In most instances a signed federal form HEW 441C is required.
- Title VI-A funds used to provide services to handicapped children enrolled in nonpublic schools must supplement the expenditure of private funds for the education of handicapped children and, in no case, supplant the expenditure of private funds.
- Handicapped children enrolled in public and nonpublic schools who are receiving services in the same special education classes must not be separated in the classes on the basis of school enrollment or religious affiliation.

2.7 Inservice Education

Inservice education of professional and/or paraprofessional personnel shall be provided only as a part of a program or project which provides direct services to handicapped children. It is possible, however, for one year of a multiyear project to be devoted entirely to the training of personnel.

2.8 Program and Project Activities

2.8.1 The U.S. Office of Education outlined the steps necessary to designing a Title VI-A project in *Title VI-A Elementary and Secondary Education Act: Preschool and School Programs for Handicapped Children,* which follow:

> The basic steps involved in designing a Title VI-A project are essentially the same as those involved in developing any other type of proposal. They include: (1) identification of needs, (2) stating the objectives, (3) developing a specific plan to achieve the objectives, (4) putting the plan into operation, and (5) evaluating its effectiveness. Within this general framework, however, there are a number of additional required elements which must be included in every Title VI-A project in order for it to be considered proper and legal. These required elements include:
>
> (a) child centered objectives
> (b) a specific plan to achieve the objectives, which is of "sufficient size, scope and quality to give reasonable promise of substantial progress . . . ."
> (c) adequate plans for evaluation and dissemination
> (d) evidence that the project has been planned in coordination with other agencies, and that provision has been made for participation of handicapped children from non-public schools
> (e) other elements, including a detailed budget, maintenance of effort provisions, and assurances relating to public agency administration, civil rights compliance, construction, etc.

2.8.2 The major intent of Title VI-A is to provide direct services for handicapped children. Direct services include such things as instruction, diagnosis, counseling, transportation, and purchase or preparation of materials or equipment for instructional use by teachers or pupils. Activities which support or supplement direct services are also eligible project costs.

2.8.3 The following is a partial list of programs, services, and activities which can be developed and implemented with Title VI-A funds as part of a program or project that provides direct services to handicapped children:

- Pilot or experimental programs
- New curricula, courses of study, and teachers' guides
- Exemplary or demonstration schools and/or laboratory classes
- County or district leadership activities
- More effective use of teacher aides and paraprofessionals
- Staff improvement workshops, institutes, and conferences
- Inservice education for teachers and other professional and paraprofessional workers
- Specialized instructional materials
- Methods and techniques to enrich the educational program
- Supplemental services to overcome psychological or emotional problems that interfere with learning and social adjustment
- Diagnostic centers and education clinics
- Guidance and counseling
- Vision and speech and hearing clinics
- Contracts with specialized personnel or agencies to improve instructional services and to provide diagnosis or treatment
- Mobile units to serve remote areas
- Special transportation facilities
- Plans for remodeling to make facilities more appropriate for handicapped children
- Special communication media for homebound or hospitalized children

- Specialized equipment, audiovisual aids, automated instructional methods, and prosthetic devices
- Summer schools, extended school year, and outdoor education
- Study trips
- Parent institutes and parent counseling
- Specialized programs for multihandicapped
- A work-study curriculum
- Nursery or preschool
- Specialized or remedial instruction
- Methods and techniques to identify and diagnose handicapped children
- Educational and related services for children not enrolled in special education
- Mobility training for visually or orthopedically handicapped

2.9 Copyright and Patent Regulations

The Federal Code of Regulations, Title 45, Public Welfare, Section 121.36, gives the regulations for copyrighting or patenting materials developed in projects funded under Title VI-A.

Federal regulations permit the obtaining of a copyright on materials, publications, and films produced with financial assistance under Title VI-A. However, the Federal Government shall be granted a nonexclusive, irrevocable, royalty-free license on all such copyrighted materials, for the purposes of reproduction or publication, and the right to sublicense the reproduction or publication of such materials for governmental purposes.

It is the intent of law that inventions developed through or as a result of Title VI-A projects be made widely, promptly and freely available to the Government, to science, to industry, to research workers, and to the general public. This availability can generally be adequately preserved by the dedication of such an invention to the public.

In some cases, however, it may be advisable to permit the obtaining of a private patent covering the invention, in order to make an adequate commercial development of a new invention widely available. Accordingly, any invention arising out of the activities assisted by Title VI-A funds shall be promptly and fully reported and shall provide that the ownership and manner of disposition of all rights in and to such invention shall be subject to determination by the Assistant Secretary, Health and Scientific Affairs, Department of Health, Education, and Welfare.

3. APPLICATION PROCEDURES

3.1 Consultant Services

Personnel in the State Department of Education, county superintendent of schools offices, and local Title III PACE (Projects to Advance Creativity in Education) centers will assist applicant agencies in planning programs and projects and in submitting application forms. Consultation with available staff members can help the agencies refine concepts and procedures and can assure development of each project to its optimum potential for helping handicapped children. The staff of the State Department of Education, Bureau of Educational Improvement for the Handicapped, will conduct regional conferences to discuss procedures and to answer inquiries about project applications.

3.2 Application Form

Application forms for Title VI-A funds are available from the bureau. (See Appendix A for a sample of the form.) Applicants must submit four legible copies of the application form. Only the original copy of the application form must be signed by the authorized representative of the applicant agency. Project applications received after the application deadline date will be disqualified. The application deadline date will be announced by the chief of the Bureau of Educational Improvement for the Handicapped. The application form requires statistical data that will be used by the U.S. Office of Education for determining national needs in special education. In the narrative section the applicant agency must describe the program that it is currently providing; what it intends to do that is better; the benefits it expects as a result; the procedures it plans to use; the personnel, equipment, and facilities it will need; the methods it will use to evaluate the project; what its program will cost; and other information about its program or project.

3.3 Review Procedures

3.3.1 Applications submitted by local education agencies under Title VI-A will be evaluated by an ad hoc project review team. This team will include superintendents, directors of special education, supervisors, teachers, principals, college professors, and other education personnel with experience in special education from public and nonpublic agencies throughout California. The project review team will use the following criteria as a guide for evaluating each project and for making recommendations for approval:

- Is the project sequentially planned with a time line and an activity schedule to achieve realistic and practical solutions for specified needs of handicapped children?
- Are the objectives designed to benefit handicapped children?
- Are the objectives of the project stated in terms of specific, desired behavioral changes rather than in generalities?
- Will the expenditure of funds result in direct benefits to handicapped children?
- Have provisions been made for handicapped children from nonpublic schools to participate in the project?
- Is the project worthy of emulation?
- Will the project's benefits to handicapped children continue after Title VI-A funding ceases?
- Will teachers and others have opportunity to increase their skills in working with handicapped children?
- Is the need for the project documented with specific facts rather than opinion?
- Is the cost of the project reasonable with respect to the number of children who will benefit?
- Does the plan for evaluation reflect effective research design by actual measurement of achievement of the behavioral objectives?
- Is there a specific, systematic plan for disseminating information of the results of the project?
- Will the project increase the educational opportunities or services to handicapped children?
- Will the project improve the educational achievements or adaptive behavior of handicapped children?

- Can the project be integrated with ongoing special education programs in the district(s) to be served?
- Does the applicant demonstrate the capability of managing the project and providing qualified personnel, facilities, and resources to carry out the proposal?
- Do facts provided by the applicant indicate an urgency for this project at this time?
- Has the applicant established that these proposed services cannot be provided through state and local funding?
- Will the results of this project potentially influence special education throughout the state or nation?
- Is the project of sufficient size, scope, and quality to assure improvement in the special education of handicapped children?

3.3.2 Each project application will receive a thorough evaluation based upon the quality and potential of the project for improving special education and related services for handicapped children. Each application will be rated competitively with other project applications. The numbers and types of project proposals recommended to the State Board of Education for approval will also depend upon the amount of Title VI-A funds available.

The bureau will discuss with each applicant agency the review team's evaluation, the status of its application, any recommended program and financial modifications, and the availability of funds.

3.4 Hearing Procedures

Federal regulations governing Title VI-A do not require states to provide procedures for applicants to appeal decisions of the project review team or of the state administrative unit. As indicated in paragraph 3.3.2, the Bureau of Educational Improvement for the Handicapped will inform each applicant agency about the review team's evaluation and about the status of its project application.

3.4.1 If an applicant agency disagrees with the recommendation that its project not be approved to receive Title VI-A funds, it may request that bureau staff members review the decision. The request must be made in writing within 15 days following notification of the decision and should be directed to the chief of the Bureau of Educational Improvement for the Handicapped. He will set a date for bureau representatives to meet with the applicant, hear the grievance, and make appropriate administrative decisions.

3.4.2 If an applicant agency remains in disagreement with the decision following the staff review, it has 15 days to submit its reasons for disagreement in writing to the Superintendent of Public Instruction asking him to have the chief of the Division of Special Education reexamine the application and the findings of the staff review. After reexamining the application and the staff review, the chief of the Division of Special Education may decide that a formal hearing is necessary. If he does, he will set a date for the hearing and institute a five-member panel. The panel will be composed of the division chief or this authorized representative as chairman and four members from outside of the Department of Education. Of those four members, one must be a member of the advisory committee for Title VI-A, one must have served on a Title VI-A project review team, and all must have known interest and experience in special education. The panel will examine the application and hear the presentation of the authorized representative of the applicant agency. The chairman of the panel may invite statements from other interested and knowledgeable persons who may be of assistance to the panel in its consideration of the application. The decision of the panel will be communicated in writing by the chief of the Division of Special Education to the applicant and shall be final.

4. PROJECT MANAGEMENT

4.1 Administration Funds

Title VI-A regulations provide that funds allotted to each state may be expended only for programs and projects for the education of handicapped children. Up to 5 percent of the state's allocation for any fiscal year or $75,000, whichever is greater, may be expended for administration of the state plan and for planning at the state and local levels. The main purposes of administration funds are to provide staff to administer the Title VI-A program at the state level, to prepare reports, to maintain fiscal control, and to provide technical assistance and consultant services to local education agencies.

4.2 Eligible Expenditures

Funds granted to education agencies under Title VI-A may be used to meet the costs for activities directly relating to the operation of programs and projects for the education of handicapped children and the costs of project evaluation and dissemination of project results. Allowable expenditures of Title VI-A funds include salaries, communications, supplies and printing, equipment, rental of space, minor remodeling, construction, and contractual services. A brief explanation of each category follows.

4.2.1 Salaries, wages, and employee benefits for permanent, project staff members may not exceed those paid to staff members out of state or local funds for similar services. If a person is employed to perform services in addition to those necessary for the project, there must be clear-cut accountability of the time he is assigned to the project.

4.2.2 The communications category includes telephone, telegraph, and postage expenses.

4.2.3 Travel and transportation expenses may include travel by teachers and supervisors to inservice education conferences, travel by consultants, transportation of pupils to classes or study trips, and mileage required for family counselors to make home visits.

4.2.4 Supplies and printing expenses may include office supplies, professional materials, and published materials used in connection with the Title VI-A project.

4.2.5 Equipment expenditures may include purchase, lease, or lease purchase and maintenance of necessary equipment. In view of the limited amount of Title VI-A funds, however, expenditures for equipment should be limited to those items which cannot be obtained from other sources.

4.2.6 Renting space in privately or publicly owned buildings is permitted to the extent that such space is, in fact, used for the Title VI-A project and is subject to all of the following provisions:

- The space is required to properly conduct the project.
- The rent paid does not exceed comparable rates in the particular locality.
- The expenditure represents a current cost.
- The charges made to the applicant agency are comparable to the charges made to other public agencies occupying similar space for similar purposes.

4.2.7 Minor remodeling may be required to make effective use of a present facility for a Title VI-A project. Remodeling which is performed by the agency using its own personnel or which costs less than $2,000 is exempt from regulations specified by federal labor standards. When costs of remodeling exceed $2,000, local education agencies should contact the bureau for further information prior to submitting an application.

4.2.8 It is permissible to construct school facilities with Title VI-A funds only if the facilities are essential to the successful achievement of the objectives of an approved project. Such construction is subject to federal regulations. Therefore, the applicant should contact the bureau when construction is included on its project application. Due to limited funds for

Title VI-A, however, construction will be given a low priority in considering an application for funds.

If construction funding has been approved, the federal labor standards of Public Law 90-247 and Executive Order 11246, equal employment opportunity requirements, must be met. The federal labor standards require that certain provisions, such as wage rates and nondiscrimination in employment, must be incorporated in the construction contract.

4.2.9 Contracts may be made with other public agencies and with nonpublic agencies for services other than instruction, such as diagnostic and social services. Contracts may not be made with nonpublic elementary schools or high schools to perform a service that public schools can provide. No instructional services may be purchased from any nonpublic school. Payment of salaries to nonpublic school employees may be authorized only for services performed by such employees outside of their regular working hours. Tuition for children to attend nonpublic schools cannot be paid from Title VI-A funds.

4.3 Ineligible Expenditures

Costs for planning, preparing, and writing projects cannot be funded under Title VI-A. Gross population screenings or surveys cannot be funded under Title VI-A.

4.4 Funding Period

Title VI-A provides 100 percent support to county superintendent of schools offices or to local or state education agencies which obtain state approval of programs and projects for the education of handicapped children. The funding period for such programs and projects is from September 1 of the fiscal year for which the project was approved through August 31 following that fiscal year. Congress allocates funds for federal grant programs on an annual basis. The amount and the date on which Congress makes the allocation may vary from year to year. The state, therefore, approves project applications on a year to year basis only. No advance commitments can be made.

A program or project may continue to receive Title VI-A funds for up to three years when the original application clearly sets forth a narrative statement and a budget for each separate year. Funds for multiyear projects are subject to the annual level of funding for Title VI-A. If sufficient funds are available to continue support for multiyear projects, the applicant agency must provide evidence that the terms of the contract (project) are being fulfilled, that the objectives are still valid, and that the program has demonstrated such quality that it warrants receiving continued support. An agency which has received approval for a multiyear project must update its application annually by the announced application deadline date. The recommendation of an official on-site visitation team may be substituted for the updated annual application. It is the intention of the bureau to give funding priority to multiyear projects which meet the preceding requirements.

4.5 Accounting Procedures

4.5.1 Title VI-A funds shall be clearly identified and the account of their use maintained separately from other expenditures of the grantee agency. Such funds shall be expended in accordance with state and federal regulations and the terms of the approved project. The books and accounts of local education agencies are subject to audit in accordance with Education Code Section 17206.

4.5.2 The obligation method of accounting will be employed. Local agencies using an accounting system other than an obligation method will maintain an accounting of Title VI-A funds on an obligation basis. The use of Title VI-A funds for the acquisition of goods or property, for the construction of school facilities, or for the performance of work will be determined on the basis of documentary evidence that binding commitments were made during the funding period. However, the use of Title VI-A funds for personal services, services performed by public utilities, travel, and the rental of equipment and facilities will be determined on the basis of the time such services were rendered, travel performed, or such rented equipment and facilities were used during the funding period.

4.5.3 Public education agencies administering Title VI-A projects may encumber Title VI-A funds for expenditures according to their approved proposals. The approved proposal serves as a contractual agreement between the California State Department of Education and the grantee.

4.6 Project Financial Report

Funds encumbered on an approved project and liquidated during the project year or by the end of

the liquidation period will be reported as an expenditure in the fiscal year for which the project was approved. The Project Financial Report form (Appendix D) must be submitted by October 1 following the project completion date, which is August 31. If there are unliquidated encumbrances, however, a final report must be submitted by July 15 following the end of the allowed liquidation period, which ends June 30. An example of deadline dates that must be met follows:

Project is approved for period September 1, 1969, through August 31, 1970.

First financial report is due October 1, 1970.

There are unliquidated encumbrances.

Deadline for liquidation is June 30, 1971.

Any necessary adjustments are made on the final financial report, which is due July 15, 1971.

4.7 Inventory Requirements

An inventory of equipment purchased with Title VI-A funds shall be supplied to the bureau by August 15 subsequent to the liquidation deadline date, which is June 30. Inventory records shall show the location, description, and cost of all items purchased with Title VI-A funds. (See Appendix C for a sample of the inventory form.) Equipment acquired with Title VI-A funds may be placed on nonpublic school premises for a limited period of time. The title to and administrative control over such equipment must be retained by the public education agency. The equipment shall be used solely for the purposes of the program or project. Every item of equipment which costs more than $100 or is identified in the *California School Accounting Manual* as equipment must be labeled and identified as having been purchased with Title VI-A funds.

4.8 Record Retention

Each state and local agency receiving funds under Title VI-A shall keep records supporting claims for federal funds or relating to the accountability of the grantee for the expenditure of such funds. All such records shall be accessible and kept intact (1) for three years after the close of the fiscal year in which the expenditure was made; or (2) until the state is notified by the U.S. Office of Education that such records are not needed for administrative review; or (3) until claims or expenditures which have been questioned have been adjusted or have been reviewed and approved by the U.S. Office of Education.

4.9 Project Amendment or Revision

A request for the amendment or revision of an approved project shall be submitted on Form SE-2, which is available from the bureau. (See Appendix B for a sample of the form.) If an agency wishes to cancel an approved project or will be unable to use Title VI-A funds within the funding period, it should notify the bureau immediately so the funds may be released for reallocation.

4.10 Budget Amendment

Since project budgets are based on estimates, there may be some need to amend the budget. A transfer of up to 10 percent of the budgeted amount for any one of the categories may be made to any other category without prior approval if such a change does not affect the program. Any change in program or adjustments greater than 10 percent must be requested by submitting the request for Amendment or Revision of ESEA Title VI-A project form to the bureau for approval. (See Appendix B for a sample of the form.) If the agency will not need all of the approved project funds to complete the project as originally estimated, it should notify the bureau promptly. All local agencies are requested to submit the Estimated Use of Monies form (Appendix F) by June 1 of the funding period.

4.11 Cash Advance

After a local agency receives approval for a project, it may request a cash advance to liquidate current obligations. (See Appendix E for a sample of the form.)

The request should not normally exceed 25 percent of the total project amount. Any agency which needs more than that amount should explain the circumstances from which the need arises under "Remarks."

5. PROJECT EVALUATION

5.1 Evaluation Responsibilities

The evaluation of a project and the dissemination of the results is the responsibility of the agency conducting the individual project. Costs of this activity may be charged to the project budget. The State Department of Education is responsible for evaluating the impact of all Title VI-A projects upon statewide special educational programs and for disseminating information about projects.

5.2 Legal Requirements

The requirements for evaluating Title VI-A programs and projects at the local, state, and federal levels of responsibility are set forth in the sections of Title VI of ESEA of 1965, as amended, and in the Code of Federal Regulations, Title 45, Public Welfare, which follow.

5.2.1 Section 604(e) of Title VI provides:

> . . . that effective procedures, including provision for appropriate objective measurements of educational achievement, will be adopted for evaluating at least annually the effectiveness of the programs in meeting the special educational needs of, and providing related services for, handicapped children.

5.2.2 Section 121.8 of the Code of Federal Regulations, Title 45, provides:

> . . . annual evaluation of the effectiveness of programs shall be made by measuring or estimating the educational achievement of the children who participated in the programs or projects. . . . objective measurements shall be used wherever such measurements are appropriate. Where such measurements are not appropriate with respect to the specific goals of a given program, estimates of achievement and improvement shall be made.

5.3 Study Costs

The costs of evaluation, including reasonable consultant fees, may be charged to the Title VI-A budget. Outside consultants should be used, especially when local education agencies do not have sufficient staff to design and conduct evaluation studies. Title VI-A funds should not be used extensively for the development of new test instruments. It is appropriate to use locally developed scales, ratings, measures, or other techniques for evaluation purposes. Subjective data may be used for evaluation when it is based on appropriate records.

5.4 Report Content

The State Department of Education is required to make an evaluation of (1) the effectiveness of California's Title VI-A program in improving the educational achievement of handicapped children; and (2) the increase in educational opportunities afforded handicapped children throughout the state. This requires a synthesis of the annual evaluation reports from all Title VI-A projects in California. Uniform procedures will be used for reporting at the local and state levels, so that all agencies will be able to utilize the information in evaluating the overall program. Reports from local agencies will be due at the end of the project year but not later than October 1.

5.5 Report Form

The annual report of projects should be brief (two to three pages) and should be typed single spaced on 8-½" × 11" paper. The report should be submitted in outline form, using the item headings which follow. It should give answers to the questions following each item. The questions are included to help the agency provide the basic information needed under each item.

1. General information:
   Name of education agency:
   Project director:
   Descriptive title of project:
   Amount of Title VI-A grant for 19__-__:
2. Target population: How many pupils were served by the project? What were their handicaps? How many and what kinds of professional personnel were involved in the project? What type of handicapped children did these people serve? What were other descriptive characteristics of the Title VI-A project?

3. Objective(s) of the project: What were the major objectives? What were the specific objectives?
4. Intended impact: What specific performance characteristics of children, teachers, or others was the project designed to change?
5. Procedure: What techniques or methods were applied to accomplish the objectives of the project? What services were provided to the target population? What sequence did the activities follow?
6. Outcome: What was the impact of the project? How were the performance characteristics of the participants changed, and to what extent did their performance change? What unexpected benefits resulted from the project? What evidence supports your answer? Were "outside" consultants used in evaluating the project? If so, how?
7. Problems: What major or unique problems were encountered? To what extent were you able to solve them? How did you solve them?
8. Project strengths: What were the major achievements or accomplishments?
9. Agency participation: How many public agencies participated directly in the project? How many nonpublic agencies participated?
10. Dissemination activities: How has information about the project's methods or results been disseminated to other agencies?
11. Follow-up plans: What plans do you have to carry on similar or related programs or projects in your district after termination of Title VI-A support?
12. Recommendations: To what extent do you feel you could recommend the methods and procedures used in your project to another district?

Three copies of the Project Evaluation Report should be sent to the Division of Special Education, Bureau of Educational Improvement for the Handicapped, 721 Capitol Mall, Room 666, Sacramento, California 95814. Attach any material such as progress reports, workshop announcements, description of activities, photos, evaluation forms or instruments, and so forth that may be appropriate to your report. The deadline for submitting this report is October 1 following the funding period.

APPENDICES

A. Application for Federal Assistance for the Education of Handicapped Children under Title VI-A, ESEA, as Amended

B. Request for Amendment or Revision of ESEA, Title VI-A Project

C. Inventory of Equipment Purchased with ESEA, Title VI-A Funds

D. Project Financial Report, ESEA, Title VI-A

E. Request for Cash Advances on Approved Projects

F. Estimated Use of Monies Allocated by ESEA, Title VI-A

California State Department of Education
Bureau of Educational Improvement for the Handicapped
Form SE-1 (9-69)

Appendix A

Application for Federal Assistance for the Education of Handicapped Children under Title VI-A, ESEA, as Amended

Submit four copies to: Division of Special Education, Bureau of Educational Improvement for the Handicapped, 721 Capitol Mall, Room 666, Sacramento, California 95814

(FOR USOE/BEH USE ONLY)
BUDGET BUREAU NO.
APPROVAL EXPIRES
Filing no. _____

PART I. STATE PROJECT APPROVAL, STATISTICAL DATA, AND ABSTRACT

SECTION A.

(TO BE COMPLETED BY STATE DEPARTMENT OF EDUCATION)

CALIFORNIA STATE DEPARTMENT OF EDUCATION PROJECT IDENTIFICATION AND APPROVAL

1. State	2. State project number	3. Department classification of project (End of year only) _____

4. Signature (Authorized Department official)	5. Date approved	6. Amount approved

SECTION B.

(TO BE COMPLETED BY APPLICANT – SEE ATTACHED INSTRUCTIONS)

APPLICANT PROJECT IDENTIFICATION

7. Applicant agency

a. Legal name of agency (State or local)

b. Address (Street and city)		c. Congressional district number
d. County	e. State	f. ZIP code

8. Type of form
(Check one.)
a. ☐ Application
b. ☐ Report
c. ☐ Amendment
d. Original project no. _____

9. Project location

a. Name of school or center

b. Address (Street and city)		c. Congressional district number
d. County	e. State	f. ZIP code

10. Legislative funding authority
a. ☐ P.L. 89-313 only
b. ☐ Title III
c. ☒ Title VI-A
d. ☐ P.L. 90-576

11. Project director (Contact person)

a. Name of director (Last name first)

b. Address (Street and city)	c. Telephone (Area code and no.)
d. State	e. ZIP code

12. Duration of project
a. Start date ___/___/___
b. End date ___/___/___
c. ☐ One year or less
d. ☐ Multiyear

13. Title of project

(TO BE COMPLETED BY STATE DEPARTMENT OF EDUCATION)

15. Descriptors (Retrieval terms)

14. Schools and school districts with project participants
a. _____ Number of school districts (Indicate "all" if statewide.)
b. _____ Number of state-supported, state-operated schools
c. _____ Number of private schools

PART I. SECTION B. APPLICANT PROJECT IDENTIFICATION (continued)

16. Abstract of project (Limit abstract to space provided.)

17. Project participation

a. Project personnel paid by federal project funds

Type of handicapped children served (a)	Teachers (b)	Teacher aides (c)	Other professional personnel (d)	Other personnel (e)	Total man weeks purchased (f)
(1) Trainable mentally retarded					
(2) Educable mentally retarded					
(3) Hard of hearing					
(4) Deaf					
(5) Speech impaired					
(6) Visually impaired					
(7) Emotionally disturbed					
(8) Crippled					
(9) Learning disabilities					
(10) Other health impaired					
(11) Total					

b. Personnel receiving inservice training from federal project funds

Type of handicapped children served (a)	Teachers (b)	Teacher aides (c)	Other personnel (d)	Total clock hours provided (e)
(1) Trainable mentally retarded				
(2) Educable mentally retarded				
(3) Hard of hearing				
(4) Deaf				
(5) Speech impaired				
(6) Visually impaired				
(7) Emotionally disturbed				
(8) Crippled				
(9) Learning disabilities				
(10) Other health impaired				
(11) Total				

PART I. SECTION B. APPLICANT PROJECT IDENTIFICATION (continued)

17. Project participation (continued)

c. Children receiving services

Type of handicapped children served (a)	0-5 years (b)	6-12 years (c)	13-18 years (d)	19 and older (e)	Total (f)	Total school days (g)
(1) Trainable mentally retarded						
(2) Educable mentally retarded						
(3) Hard of hearing						
(4) Deaf						
(5) Speech impaired						
(6) Visually impaired						
(7) Emotionally disturbed						
(8) Crippled						
(9) Learning disabilities						
(10) Other health impaired						
(11) Total						

18. Number of handicapped children participating in this project who are from minority groups _____

19. Number of handicapped children participating in this project who are enrolled in nonpublic schools _____

20. Number of parents receiving services through project funds _____

21. Number of nonpaid volunteers participating in this project _____

22. Maintenance of fiscal effort – average per pupil expenditure from nonfederal funds for special education

a. Second preceding fiscal year	b. Preceding fiscal year
(1) Ending June 30, 19_____	(1) Ending June 30, 19_____
(2) Per pupil amount $_____	(2) Per pupil amount $_____

23. Project funds requested, approved, and expended

	Amount, by fiscal year*				
	CFY -2 19__-19__ (1)	CFY -1 19__-19__ (2)	Current fiscal year 19__-19__ (3)	CFY +1 19__-19__ (4)	CFY +2 19__-19__ (5)
a. Amount requested					
b. Amount approved					
c. Amount expended					

*Enter the dates of the current fiscal year. If this is a multiyear project which has been in operation for one or two years, enter the dates for the preceding fiscal years in columns (1) and (2) and list the amounts of federal funds. If this is the initial request for a multiyear project, enter the dates for the following fiscal years in columns (4) and (5) and list the amounts of federal funds.

PART I. SECTION B. APPLICANT PROJECT IDENTIFICATION (continued)

24. Project budget (For application; give estimated dollar amount of federal funds required; and for End-of-Year Report, give actual expenditures.)

Expenditure account classes (1)	Expenditure account number (2)	Salaries (3)	Contracted services (4)	Other expenses (5)	Total amount
a. Administration	100	$	$	$	$
b. Instruction	200				
c. Attendance Services	300				
d. Health Services	400				
e. Pupil Transportation	500				
f. Operation of Plant	600				
g. Maintenance of Plant	700				
h. Fixed Charges	800				
i. Food Services	900				
j. Student Body Activities	1000				
k. Community Services	1100				
l.	Subtotal	$	$	$	$
m. Sites	1210				$
n. Buildings	1220A and B				
o. Remodeling	1220C				
p. Equipment for Instruction	1230C				
q. All Other Equipment	1230 except C				
r. Capital Outlay	1200			Subtotal	$
s.				Total project budget *(sum of lines l and r)* Grand total	$

25. Project expenditures by type of handicapped children served

Type of handicap (1)	Expenditures (estimated) (2)
a. Trainable mentally retarded	
b. Educable mentally retarded	
c. Hard of hearing	
d. Deaf	
e. Speech impaired	
f. Visually impaired	
g. Emotionally disturbed	
h. Crippled	
i. Learning disabilities	
j. Other health impaired	
k. Total	

26. Project expenditures (reported in 24 s above) that were expended for in-service training, including such costs as equipment, travel, salaries, tuition, and so forth

$ _____
(Estimated)

27. Project expenditures for parent services (Reported as part of 24 s.)

$ _____
(Estimated)

**Financial Accounting for Local and State School Systems: Standard Receipt and Expenditure Accounts.* OE-22017 State Education Records and Reports Series: Handbook II. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1966.

PART I. SECTION B. APPLICANT PROJECT IDENTIFICATION (continued)

28. Project coordination

a. Cooperation with another agency using same federal funding source
Is this a cooperative project with another state agency or school district using the same federal funding source? *(Check one.)*

☐ Yes ☐ No

If "yes" provide two extra copies of Part III, Cooperative Agency Agreement form for use by the U.S. Office of Education, Bureau of Education for the Handicapped.

b. Cooperation with other federal funding resources

(1) USOE/BEH programs (Specify; see instructions for list.)

(2) Other federal programs (Specify)

PART II. NARRATIVE DESCRIPTION OF PROJECT ACTIVITIES

(Narrative statements to support statistical data given in Part I)

SECTION A. PRESENT SPECIAL EDUCATION PROGRAMS

Include the following:

1. General description of programs now provided, including procedures used in carrying out the programs
2. Description of beneficiaries, including numbers and types of handicapped children, teachers, and other participants
3. Brief evaluation of strengths and weaknesses of current programs; indication of unmet needs

SECTION B. PROPOSED SPECIAL EDUCATION PROGRAM OR PROJECT

Include the following:

1. Brief description of proposed services and activities
2. Primary objectives of the proposed program or project; rationale for selecting these as priorities
3. Description of the proposed beneficiaries in public and private schools, including numbers and types of handicapped children, teachers, and other participants
4. Description and schedule of procedures to be followed in achieving the above objectives, including staffing, use of personnel, training, use of facilities, use of equipment and materials in relation to the described program, use of support services, involvement of other public and private agencies, and other procedures

SECTION C. TIME SCHEDULE AND ARRANGEMENTS

Include the following:

1. Beginning and ending dates for regular school term and summer term
2. Daily or weekly schedule for the participation of children in these activities
3. Existing facilities available for these activities
4. Plans, if any, for participation of parents and volunteers
5. Inservice training for staff members

SECTION D. JUSTIFICATION FOR CAPITAL OUTLAY

Provide justification for construction and equipment included in the project budget, and list all items of equipment.

SECTION E. PROGRAM OR PROJECT EVALUATION

Describe the methods to be used in evaluating the effectiveness of the program in achieving the above objectives, and also describe the assistance to be given by outside agencies in the evaluation.

SECTION F. DISSEMINATION OF RESULTS

Describe the methods that will be used to disseminate the results of the project.

SECTION G. COORDINATION WITH OTHER AGENCIES

Include the following:

1. Identification of all agencies consulted concerning the coordination of services provided under their programs with the services to be provided under this program or project
2. Description of any special arrangements made to coordinate the services to be provided by those agencies with the services proposed under this program or project

SECTION H. DEMONSTRATION OF NEED FOR TITLE VI-A FUNDS

Provide evidence that all local and state funds available to support special education programs are being used for that purpose and that activities for which Title VI-A funds are requested are, in fact, "over and above" the normal effort of the applicant agency to serve handicapped children.

SECTION I. ESTIMATED COST OF PROPOSED PROGRAM OR PROJECT

Show by budget category the cost of purchases, salaries, and so forth described in the writeup of this program or project. (See sample format of Proposed Project Budget.) Use separate sheet for each funding period. The combined totals for columns (b) and (c) of the Proposed Project Budget must equal column (a) and should agree with Part I, Section B, Item 24.

PART II. NARRATIVE DESCRIPTION (continued)
For use in completing Part II, Section I

PROPOSED PROJECT BUDGET
Title VI-A
Funding period: September 1, 19_, through August 31, 19_

Budget category* (Give line item detail.)	Total project budget (a)	Local, state, and/or other funds (b)	Title VI-A funds† (c)
100 - Administration			
200 - Instruction			
300 - Attendance Services			
400 - Health Services			
500 - Pupil Transportation			
600 - Operation of Plant			
0 - Maintenance of Plant			
800 - Fixed Charges (Detail employee fringe benefits.)			
900 - Food Services			
1000 - Student Body Activities			
1100 - Community Services			
1200 - Capital Outlay			
Total			

*Rental of equipment should be recorded under the budget category for which it is to be used: rental of buildings or rooms, Account 800; district cost of employees' benefits, Account 800; administrative expenses, Account 100. (When budgeting for administrative costs, such costs may be allowed which are directly related to the project, and supporting documentation should be maintained for all expenditures charged. Proration of an employee's time should be based upon the amount actually devoted to the project.)

†Total under Title VI-A, column (c), must agree with amount requested on application.

PART III. COOPERATIVE AGENCY AGREEMENT

SECTION A. AGREEMENT

Each of the undersigned certifies that, to the best of his knowledge, the information contained in this application is correct and complete and that the agency which he represents has authorized him to file this application. The participating agency named below has been designated as the administrative and fiscal agent for this project. All participating agencies have entered into an agreement concerning the final disposition of equipment, facilities, and materials purchased under this Title VI-A project.

SECTION B. CERTIFICATION

1. Certification of agency designated administrative and fiscal agent for this project

a. Legal name of agency (State or local)		e. Name and title of authorized representative	
b. Address (Street and city)		f. Signature	
c. State	d. ZIP code	g. Telephone (Area code and no.)	h. Date signed

i. Number of handicapped children participating in this project _____
j. Amount of funds authorized* $_____
k. Amount of funds expended $_____

2. Certification of cooperative agency

a. Legal name of agency (State or local)		e. Name and title of authorized representative	
b. Address (Street and city)		f. Signature	
c. State	d. ZIP code	g. Telephone (Area code and no.)	h. Date signed

i. Number of handicapped children participating in this project _____
j. Amount of funds authorized* $_____
k. Amount of funds expended $_____

3. Certification of cooperative agency

a. Legal name of agency (State or local)		e. Name and title of authorized representative	
b. Address (Street and city)		f. Signature	
c. State	d. ZIP code	g. Telephone (Area code and no.)	h. Date signed

i. Number of handicapped children participating in this project _____
j. Amount of funds authorized* $_____
k. Amount of funds expended $_____

*Total funds must equal Title VI-A budget request reported in Part I, Section B, Item 24.

PART IV. RESOLUTION OF GOVERNING BOARD

WHEREAS, the Congress of the United States by passage of Title VI-A of the Elementary and Secondary Education Act, as amended, has declared it to be a national responsibility to provide financial assistance to the schools of the states in developing programs and projects for the benefit of handicapped children and youth, and

WHEREAS, pursuant to said title and act, funds have been made available to the state of California for reallocation to public education agencies in accordance with the California state plan for improving educational and related services for handicapped children and youth, and

WHEREAS, the _____
(Agency)
is now utilizing all appropriate resources in its endeavor to upgrade its special education programs for handicapped children and now seeks to avail itself of the opportunity to provide additional programs and services under Title VI-A financial assistance,

NOW THEREFORE, be it resolved that _____
(Authorized agent)
is hereby authorized and directed to prepare and submit a project application under the Title VI-A funding program and to make any and all reports required by the state of California or the government of the United States in the administration of such program, and

BE IT FURTHER RESOLVED that said agent is hereby authorized and directed to expend or cause the expenditure of funds received for the purposes as stated in said program, and in accordance with applicable federal and state laws and regulations.

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the governing board of

the _____ at a regularly scheduled meeting
(Agency)

of said board held at _____ on _____.
(Place) (Date)

By _____
(Signature)

_____
(Title)

PART V. STATEMENT OF ASSURANCES

THE APPLICANT HEREBY ASSURES THE SUPERINTENDENT OF PUBLIC INSTRUCTION THAT:

A. The control of funds provided under Title VI-A, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in Title VI-A, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

B. The applicant will make an annual report and such other reports to the State Department of Education in such form and containing such information as may be reasonably necessary to enable the State Department of Education to perform its duties under this title, including information relating to the educational achievement of students participating in programs carried out under this title, and will keep such records and afford such access thereto as the State Department of Education may find necessary to assure the correctness and verification of such reports.

C. Check 1 or 2, not both:

1. ☐ The Assurance of Compliance (HEW Form 441) previously filed with the U.S. Office of Education applies to this application.

2. ☐ The activities conducted under this project during the regular school year in conjunction with regular school activities will be carried out in accordance with the applicable current court order or desegregation plan filed with the U.S. Office of Education, (including modifications filed on HEW Form 441B), and that all other activities will be carried out on a nondiscriminatory basis in accordance with the Regulation of the Department (45 CFR 80.3).

D. The amounts of nonfederal funds expended for schools operated or supported by this agency will be maintained at the same level as they would have been maintained if no projects had been approved for these schools.

E. To the extent consistent with the number and location of handicapped children in the area served by the applicant agency who are enrolled in private elementary and secondary schools, provision has been made for participation by such children in programs and projects assisted or carried out under Title VI-A.

F. Activities and services under this project are provided for handicapped children other than (1) those in schools operated by a state agency which is directly responsible for providing their free public education; and (2) those handicapped children who are in other schools for whom a state agency is directly responsible.

G. In the case of construction required for the operation of the project:

1. The applicant will, prior to starting any construction or letting any bids, submit to the State Department of Education all building plans and specifications for approval and will award the construction contract within a reasonable period of time, which date shall be in no event be later than June 30 of the following fiscal year.

2. The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Number 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor.

3. The applicant will comply with the rules, regulations, and relevant orders of the Secretary of Labor issued pursuant to Executive Order 11246 of September 24, 1965, in connection with any contract for construction for which it receives federal assistance under Title VI of Public Law 89-10, as amended.

4. All contracts for construction shall be awarded to the lowest qualified bidder on the basis of open competitive bidding except that, if one or more items of construction are covered by an established alternate procedure, consistent with state and local laws and regulations, which is approved by the State Department of Education as designed to assure construction in an economical manner consistent with sound business practice.

H. In the case of local education agencies, the applicant assures that:

1. This program or project has been developed in coordination with other public and private programs for the education of handicapped children or for similar purposes in the areas served by the local education agency; and

2. It will, in the conduct of this program or project, coordinate its activities under the state plan with such other programs.

Signature of authorized representative	Date

California State Department of Education
Bureau of Educational Improvement for the Handicapped
Form SE-2 (Rev. 11-69)

Appendix B

Request for Amendment or Revision of ESEA, Title VI-A Project

Submit two copies to: Division of Special Education, Bureau of Educational Improvement for the Handicapped
721 Capitol Mall, Room 066, Sacramento, California 95814

Agency _____ Project no. _____

Project year _____

Submitted by _____ Date _____

☐ Amendment: refers to a change in program resulting in a change in approved funds from $ _____ to $ _____

☐ Revision: refers to a change in program with no change in amount of funds

Justification statement:

Amended budget:

Classification number*	Expenditure account	Salaries	Contracted services	Other	Total
100	Administration	$	$	$	$
200	Instruction				
300	Attendance Services				
400	Health Services				
500	Pupil Transportation				
600	Operation of Plant				
700	Maintenance of Plant				
800	Fixed Charges				
900	Food Services				
1000	Student Body Activity				
1100	Community Services				
1220C	Remodeling (less than $2,000)				
1230	Equipment				
				Amended total	$

APPROVED BY: _____
Chief, Bureau of Educational
Improvement for the Handicapped

An approved copy will be returned for your project file.

*_Financial Accounting for Local and State School Systems: Standard Receipt and Expenditure Accounts_. OE-22017 State Educational Records and Reports Series: Handbook II. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1966.

California State Department of Education
Bureau of Educational Improvement for the Handicapped
Form SE-3 (Rev. 11-69)

Appendix C

Inventory of Equipment* Purchased with ESEA, Title VI-A Funds

Retain one copy for your project file.

Submit two copies to: Division of Special Education, Bureau of Educational Improvement for the Handicapped, 721 Capitol Mall, Room 666, Sacramento, California 95814

Agency _____ Project no. _____

Project year 19 _____

Submitted by _____ Date _____

Inventory to be submitted by August 15 subsequent to the liquidation date deadline, which is June 30 of the fiscal year following the project year. (See Fiscal Management section of the *Manual of Information for Title VI-A*.)

Units	Description	Location	Unit cost	Total cost
			$	$

*Refer to list of equipment in Part III of *California School Accounting Manual* (1968 edition). School Business Administration Publication No. 8. Sacramento: California State Department of Education, 1968.

California State Department of Education
Bureau of Educational Improvement for the Handicapped
Form SE-4 (Rev. 11-69)

Appendix D

FOR STATE USE ONLY
PROJECT COMPLETION AND CLAIM APPROVED
By _____
_____
Bureau or Office

Project Financial Report
ESEA, Title VI-A

Submit three copies to: Division of Special Education, Bureau of Educational Improvement for the Handicapped, 721 Capitol Mall, Room 666, Sacramento, California 95814

Project no. _____

Project period _____

Amount of federal funds expended, by account classification (Include unliquidated obligations.)

Classification number*	Expenditure account	Salaries	Contracted services	Other expenses	Total
100	Administration	$	$	$	$
200	Instruction				
300	Attendance Services				
400	Health Services				
500	Pupil Transportation Services				
600	Operation of Plant				
700	Maintenance of Plant				
800	Fixed Charges				
900	Food Services				
1000	Student Body Activities				
1100	Community Services				
1220C	Remodeling (less than $2,000)				
1230	Equipment				
	Subtotal				$
1200	Construction				
1210A	Professional Services for Sites				$
1210B	Sites and Site Additions				
1210C	Improvements to Sites				
1220A	Professional Services for Buildings				
1220B	New Buildings and Additions				
1220C	Remodeling ($2,000 or more)				
1230	Equipment (not included above)				
	Subtotal				$
	Grand total				$

Recapitulation

A. Expenditures (obligations liquidated) . . . . . $
B. Unliquidated obligations . . . . . _____
C. Total expenditures (A plus B) . . . . . _____
D. Cash advances received . . . . . _____
E. Reimbursement claimed, this date (C minus D) . . . . . $
or
F. Excess to be returned (D minus C) . . . . . $

CERTIFICATION

I CERTIFY that the expenditures reported above have been made and this project has been conducted in accordance with Public Law 89-10, as amended, the federal regulations pertaining thereto, Title VI of the Civil Rights Act of 1964, the approved application for this project, plus any approved amendments; and full records of receipts and expenditures have been maintained and are available for audit.

_____
Legal name of local educational agency

_____
Name and title of authorized representative

_____
Mailing address - street and city

_____
Signature

_____ _____ _____
County State ZIP code

_____ _____
Telephone no. Date

**Financial Accounting for Local and State School Systems: Standard Receipt and Expenditure Accounts.* OE-22017 State Educational Records and Reports Series: Handbook II, Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1966.

Appendix E

STATE DEPARTMENT OF EDUCATION
FISCAL OFFICE – 721 Capitol Mall
Sacramento, California 95814
FORM NO. FO–343 (Rev. 12-69)

FOR STATE USE ONLY
APPROVED IN AMOUNT REQUESTED
OR AS CORRECTED

By _____
FISCAL OFFICE REPRESENTATIVE

Request for Cash Advances on Approved Projects

Program title:

Fiscal year for which approved _____
Request for _____ ,19__
(Month or other approved period)

Project number	Total project authorization	Cash advance requested	FOR STATE USE ONLY Amount approved if different from amount requested
	$	$	$
TOTAL		$	$

Remarks:

CERTIFICATION

I CERTIFY cash advances requested are needed to liquidate obligations incurred in each of the projects identified above and will be accounted for on an individual project basis and that any cash balance, after liquidation of obligations, will be promptly returned as each project is completed.

Signature of authorized official

Title

Date signed

Legal name of district or organization

Street address

City State ZIP code

INSTRUCTIONS

1. Identify the program in the "Program title" space. A separate request must be filed for each fiscal year for each program.
2. Requests may be submitted in accordance with the cash advance policy stated in project approval letters. Any deviations from the stated policy should be explained in the "Remarks" section.
3. Allow 30 days between the date of request and the date cash must be disbursed to liquidate obligations.
4. Advances will be identified with and accounted for on an individual project basis as shown in this request.
5. Submit the original and three copies to the above address.

California State Department of Education
Bureau of Educational Improvement for the Handicapped
Form SE-6 (Rev. 11-69)

Appendix F

Estimated Use of Monies Allocated by ESEA, Title VI-A

Funding period: September 1, ____ through August 31, ____

Submit two copies by June 1 to: Division of Special Education, Bureau of Educational Improvement for the Handicapped, 721 Capitol Mall, Room 666, Sacramento, California 95814

Agency _____ Project no. _____
Submitted by _____ Date submitted _____

Amount allocated . . . . . $_____

Amount required through August 31, . . . $_____

Amount available for reallocation . . . . . $_____
OR
Additional amount requested . . . . . $_____

Attach justification for any *additional* request and complete budget revision below

Classification number*	Expenditure account	Approved amount	Decrease	Increase	Revised total
100	Administration	$	$	$	$
200	Instruction				
300	Attendance Services				
400	Health Services				
500	Pupil Transportation				
600	Operation of Plant				
700	Maintenance of Plant				
800	Fixed Charges				
900	Food Service				
1000	Student Body Activity				
1100	Community Services				
1220C	Remodeling (less than $2,000)				
1230	Equipment				
				Revised total	$

*_Financial Accounting for Local and State School Systems: Standard Receipt and Expenditure Accounts._ OE-22017 State Educational Records and Reports Series: Handbook II. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1966.

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